
THE EFFECTIVENESS OF PARENTAL ROLES IN INFLUENCING LINGUISTIC DEVELOPMENT IN PRE-SCHOOL CHILDREN

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ABSTRACT

Language development is the ability to respond to sounds, follow commands, or speak spontaneously. In pre-school children, language skills begin to develop rapidly. Children have a vocabulary of 1,500 to 2,000 words by the age of 4 years. At the age of 5 years, children start to be able to answer the telephone, relate stories, and exchange information. Apart from that, children can also make questions, negative sentences, single sentences, compound sentences, and other forms of arrangement. Language development disorders are the most common disorders found in preschool children. This indicates that a child's language development can be optimal if verbal stimulation is carried out as early as possible, namely when the child is still in the womb. The method used in the formulation of this article is to use the literature review method, which in this study quotes from reliable journal sources that can support the process of formulating this article. The results found that there is a correlation between the effectiveness of the parental roles in influencing linguistic development in pre-school children.

INTRODUCTION

The development of language or linguistics in early childhood is a fundamental aspect that serves as the foundation for the overall growth and development of children, both in cognitive, socio-emotional, and academic aspects. Language is the primary means of thinking, expressing feelings, and social interaction. The early childhood period, especially ages 0–6 years, is a golden age when a child's brain develops very rapidly and is sensitive to environmental stimulation (Wahidah & Latipah, 2021). In this context, the role of parents becomes very vital as the first and primary figures in shaping a child's linguistic foundation. Children who grow up in a language-rich family environment, filled with warm and positive verbal interactions, tend to have better linguistic skills. Conversely, children who receive less verbal stimulation from their family environment are at risk of speech delays, difficulties in understanding language, and barriers in communication. Although education at early childhood education institutions plays a role in supporting children's language development, the intensity and quality of interactions with parents are far more determining because they occur every day over long periods and in contextual settings (Zein & Puspita, 2021).

Unfortunately, many parents still do not realize the importance of their role in stimulating their child's linguistic development from an early age. Some parents tend to fully entrust their child's education to formal institutions, or even replace direct interaction with digital media. This has become a major challenge in the modern era, especially among urban and working families. Therefore, this research is important to delve deeper into how the effectiveness of parental roles can influence the language development of young children, as well as to find strategies to optimize these roles within the family environment.

Although there have been many studies emphasizing the importance of early language stimulation, in practice, there is still a gap between parents' knowledge and its implementation in daily life. Some specific issues that arise in this context include: First, the lack of parental awareness regarding the critical period for language development. Many parents believe that speech ability will develop naturally without requiring special stimulation.

However, various studies show that without a communicative and responsive environment, a child's language development can face significant obstacles (Yuswati & Setiawati, 2022). Secondly, excessive use of gadgets in the family environment becomes the main obstacle in verbal interactions between children and parents.

Children who are overly exposed to screens tend to have a passive vocabulary, are less willing to speak, and are not accustomed to using language in meaningful social contexts. This is exacerbated by parents who are also busy with gadgets, resulting in minimal two-way interaction. Third, the low literacy of parents in reading books or telling stories to their children. Reading activities together should be an effective daily activity in enriching vocabulary and shaping the child's language structure. However, many families do not have a reading routine due to a lack of time, access to children's books, or ignorance of its benefits. Fourth, differences in the social, economic, and educational backgrounds of parents also affect the quality of verbal interactions at home. Parents with low education tend to have limitations in using varied vocabulary and lack confidence in supporting their children's language development. Fifth, there is no systematic family support model for developing the linguistic abilities of early childhood. Early Childhood Education institutions have not fully integrated parental involvement programs in the aspect of language development comprehensively (Arsyia Fajarrini & Raden Rachmy Diana, 2024).

The aforementioned issues indicate that a multidimensional approach is needed to understand the effectiveness of parental roles in early childhood language development. This research is expected to identify effective forms of linguistic interaction between parents and children and to formulate applicable strategies to strengthen the family's role as a center for children's linguistic stimulation.

This research has high urgency considering that linguistic development in early childhood is directly correlated with a child's readiness to enter formal education and long-term academic success. Children who have good language skills will find it easier to understand instructions, express opinions, socialize, and solve problems verbally. Amid the widespread use of technology and changes in modern family lifestyles, there has been a decrease in the intensity of verbal interactions between parents and children. If this condition is left unchecked, it will negatively impact the quality of human resources in the future (Baitur Rohmah & Thorik Aziz, 2024). Therefore, a comprehensive understanding of the forms, intensity, and quality of parental roles in linguistic development has become very urgent to be studied in depth. This research is also important to strengthen the role of the family as the first and primary educational institution in a child's life. By exploring the effectiveness of verbal interactions built by parents at home, early intervention programs, parenting training, and collaboration between educational institutions and families can be formulated to be more relevant and contextual (Paujiah et al., 2022).

This research presents novelty in several important aspects. First, this study not only describes the relationship between parental roles and children's language development but also analyzes the dimensions of effectiveness based on the frequency, quality, and context of verbal interactions within the family. With a qualitative approach and field case studies, this research can depict the actual dynamics in contemporary Indonesian households. Second, this research introduces a linguistic development model based on parent-teacher collaboration in response to the weak family involvement in early childhood learning processes. This model is designed to be easily adopted by early childhood education institutions and parent communities, especially in urban and semi-urban areas. Third, this research approach considers the influence of sociocultural factors, digital literacy, and local values in shaping communication patterns between parents and children. This makes the research results more relevant to the diverse and dynamic context of Indonesia. Thus, this research not only provides theoretical contributions to the development of early childhood education but also practical contributions to improving the quality of parent-child interactions at home in supporting optimal linguistic development.

This research aims to analyze the effectiveness of parental roles in influencing the linguistic development of early childhood by reviewing aspects of verbal interaction forms,

communication intensity, and parental awareness of the importance of early language stimulation.

Specifically, the objectives of this research are as follows:

1. To identify the forms of parental roles that contribute to the linguistic development of early childhood, both in verbal and nonverbal forms, as well as through learning media at home
2. To analyze the obstacles faced by parents in fulfilling their role as language facilitators, including time constraints, literacy access, and the influence of gadgets
3. To examine the effectiveness of family communication practices in shaping children's linguistic abilities based on vocabulary, sentence structure, and speaking confidence indicators
4. To formulate intervention strategies that can be used by early childhood education institutions and communities to enhance active parental participation in the linguistic development of early childhood.

The results of this research have strategic implications in the field of early childhood education. First, this research emphasizes the importance of integrating linguistic parenting programs into the curriculum of early childhood education institutions, where parents not only play the role of supporters but also active partners in the language stimulation process. Second, the research findings can be used as a basis for evaluating early childhood education policies, particularly in designing family-based and local culture-based curricula. The school and teachers can use these findings as a basis for designing learning activities that also involve families. Third, this research provides a foundation for the development of interactive learning media that can be used at home to support the enrichment of vocabulary and two-way communication between parents and children. Fourth, broadly speaking, this research strengthens the argument that investment in family education has a long-term impact on the quality of Indonesian human resources. By enhancing children's linguistic competence from an early age through the active role of parents, a generation that is more communicative, critical, and capable of adapting to a complex society will be created.

The linguistic development of young children encompasses a gradual process in mastering the language system, both in terms of receptive (understanding) and expressive (producing) language abilities (Baiti, 2020). Language is the primary instrument in communicating, thinking, and forming social identity. Therefore, a child's linguistic abilities are closely related to their success in social, emotional, and cognitive aspects. At the age of 0–6 years, children experience a sensitive period for language, during which the brain develops rapidly and is ready to receive various stimuli from the environment. This period is called the golden age, which occurs only once in a lifetime and becomes the main foundation for further development.

Linguistic development is also closely related to cognitive development. Language helps children in the thinking process and in forming new concepts. For example, when children learn about colors, shapes, or numbers, language becomes a tool for understanding and organizing information. In addition, linguistic abilities also support the socio-emotional development of children (Wahidah & Latipah, 2021). Children who can express their feelings with words will find it easier to build social relationships, resolve conflicts, and understand the emotions of others. However, it is important to be aware of the possibility of language development disorders, such as speech delay, articulation disorders, or expressive and receptive language disorders (Almaghfiroh et al., 2024). Signs such as not saying any words by the age of 2, not responding when spoken to, or having difficulty forming simple sentences can be indicators of a developmental delay. Early detection and intervention by parents, teachers, or therapists are key in addressing these issues. To encourage optimal linguistic development, appropriate stimulation strategies are needed. Parents and teachers need to create an environment that is supportive, emotionally warm, and open to children's expressions.

Daily activities such as role-playing, storytelling, singing, and discussing can serve as natural and enjoyable means of language learning (Putri, 2020). Early childhood education

should also strengthen the role of teachers as linguistic facilitators. Teachers can design classroom activities that stimulate conversation, phonetic games, small group discussions, and early literacy, such as letter and sound recognition (Liana Rochmatul Wachidah & Purnomo Ahmad Putikadyanto, 2024). Collaboration between parents and teachers in monitoring children's language development is very important to ensure continuity of stimulation between home and school.

The strategy of parental roles in supporting the linguistic development of early childhood must be carried out consciously, planned, and consistently. Early childhood is a sensitive period for language stimulation, so parents have a strategic position to shape, develop, and enrich the child's language skills through daily activities (Nur Tanfidiyah & Ferdian Utama, 2019). This strategy includes verbal and nonverbal approaches, as well as physical and emotional environments that support language learning. The first strategy is to be a good language model. Children learn language through the process of imitation or mimicry (Brantasari, 2022). Therefore, parents should speak to their children using clear sentences, grammatically correct language, and a rich vocabulary. The use of precise words and correct pronunciation will enrich the child's vocabulary mastery. Avoid using baby talk or non-standard language in the long term, as it can hinder the development of formal linguistics. Second, get used to two-way conversations. Communication is not just about talking to the child, but also listening to their responses.

Parents need to involve their children in light conversations every day, such as during meals, playtime, or outings. Ask open-ended questions that encourage the child to think and respond with sentences, not just one word. The third strategy is to read storybooks regularly. This activity is very effective in stimulating a child's receptive and expressive language. The story being read introduces sentence structures, narration, and emotional expressions in a meaningful context. Parents can repeat the story, ask the child to retell it, or add questions related to the story's content. Next, they can use songs, poems, and language games as learning media (Aulia Septyani et al., 2021). Songs and poems contain rhyme, rhythm, and repetition that help children recognize the sounds of language and develop phonological skills. Games like word guessing, finding objects based on color or function, can also be a fun way to stimulate linguistic development.

Another strategy is to reduce exposure to gadgets and passive media. Parents should replace screen time with direct, interactive interactions. In this case, quality is more important than quantity. A brief yet meaningful conversation can have a significant impact if conducted with positive emotional intensity.

The selection of the theme "The Effectiveness of Parental Roles in Influencing Linguistic Development in Early Childhood" is motivated by the urgency of the family's role, particularly parents, in shaping the foundation of children's language skills from an early age. The golden period of child development is a critical phase that determines a child's success in communication, thinking, and social interaction in the future. However, in reality, many parents are still unaware of the importance of conscious and directed language stimulation.

The lack of verbal interaction, high dependence on technology, and low parenting literacy are factors that hinder the optimization of children's linguistic development. Therefore, this research was chosen to deeply explore the extent of the effectiveness of parental roles in supporting children's language development, as well as to formulate concrete strategies that can strengthen parents' capacity to fulfill their function as the primary and foremost educators. It is hoped that the results of this research will not only provide theoretical contributions to early childhood education studies but also offer practical solutions for improving the quality of family interactions in the modern era.

METHOD RESEARCH

This research uses a qualitative approach with a literature review method. This approach was chosen to delve into, understand, and analyze various thoughts, theories, and previous research findings relevant to the topic of the effectiveness of parental roles in influencing the linguistic development of early childhood. Literature review as a method

allows researchers to identify research gaps, formulate a comprehensive conceptual framework, and draw conclusions based on existing scientific evidence. The data sources in this research consist of various secondary scientific publications, such as national and international journal articles, academic reference books, seminar proceedings, theses, dissertations, as well as policy documents relevant to issues of linguistic development and the role of parents in early childhood education. The criteria for the literature used are publications from the last 10 years, directly related to the research theme, and that have undergone the peer-review process. The researcher used content analysis techniques on the main themes that emerged from the reviewed literature, such as the roles of parents, types of linguistic interactions, inhibiting factors, and language stimulation strategies. The results of this analysis are organized thematically and presented in the form of a coherent and in-depth descriptive narrative.

RESULT AND DISCUSSION

The literature review conducted on several scientific articles, academic books, and research reports shows that the role of parents has a significant and effective influence in supporting the linguistic development of early childhood. These findings are obtained from the synthesis of various sources that examine the role of the family, particularly parents, as the main actors in shaping children's language skills from the early stages of their lives.

Several studies emphasize that active parental involvement in daily communication processes significantly determines the quality of a child's language development. Hart and Risley (1995) in their classic study mentioned that children from families who regularly engage in verbal dialogue have a broader vocabulary and more complex language skills compared to children from families with minimal verbal interaction (Dhea Alfira & Siregar, 2024). Similar research by Snow (1994) also shows that the frequency and quality of conversations between parents and children influence the child's syntactic structure and pragmatic development (Paujjah et al., 2022).

The study conducted by Fitriani (2021) in the Indonesian context confirms that children who receive language stimulation through reading activities with their parents achieve better outcomes in understanding story content, constructing sentences, and developing linguistic imagination. This shows that the presence of parents in early literacy activities is very effective in forming a strong cognitive-linguistic foundation. From the results of the literature review, it was found that the verbal interaction strategies used by parents play an important role in stimulating children's language (R. E. Lestari & Handayani, 2023). Forms of strategies that have proven effective include: reading stories with expressive intonation, engaging children in light discussions, responding to children's questions, and using word games in play activities. This strategy not only enriches the child's vocabulary but also builds speaking confidence and the ability to convey ideas verbally.

Although the role of parents has a significant impact, the results of the literature review also reveal several obstacles that reduce their effectiveness. The obstacles that often arise include low parental literacy about the importance of children's language development, time constraints due to work commitments, and high exposure to passive digital media. Some parents replace direct communication with allowing their children to watch television or play with gadgets, thereby reducing the opportunities for children to interact verbally. In this context, research by Linebarger and Vaala (2010) shows that passively used digital media can slow down children's linguistic development, especially in expressive aspects (Risman et al., 2023). On the contrary, children who engage in activities with their parents, such as reading or role-playing, demonstrate better language skills. Some local literature also emphasizes the importance of considering cultural context and local values in understanding the role of parents. In Indonesian society, which is collectivist, child-rearing is often not only carried out by the nuclear parents but also by grandparents or other family members.

This presents both opportunities and challenges in ensuring that children receive consistent and high-quality language stimulation. Susanto (2019) emphasizes the importance of involving all family members in creating a positive linguistic environment.

Furthermore, a democratic parenting style that values the child's voice and provides space for expression is more effective in supporting the child's courage to speak compared to an authoritarian style that tends to stifle two-way communication (Budiarti, 2023).

The effectiveness of parental roles in a child's linguistic development is not only measured by how often they talk to the child, but also includes the quality of interactions, awareness of the child's developmental stages, and sensitivity to the child's verbal and nonverbal responses (Astuti, 2022). According to Vygotsky (1978), the process of children's cognitive and language development occurs optimally within the zone of proximal development (ZPD), which is when the child is guided by an adult who understands their needs (Triningsih et al., 2022). In other words, effectiveness does not solely depend on the intensity of the interaction, but also on the appropriateness of the approach used by parents about the child's abilities at that moment. In this context, interactions that are contingent or aligned with the child's responses become very important.

Parents who respond to their child's speech with sentence expansion, repetition, or open-ended questions tend to encourage the child to expand their language structure. This is in line with findings that state that linguistic stimulation from more responsive and syntactically rich parents is highly correlated with the development of the child's expressive skills. Another dimension that is very important but often overlooked is the emotional and psychological condition of parents in the parenting process.

Research shows that parents who experience chronic stress, depression, or parental burnout tend to have interactions that are rigid, minimally affectionate, and instructional (Priyoambodo & Suminar, 2021). This condition directly impacts the poverty of language input received by the child, which in turn hinders the development of pragmatics, verbal initiative, and the ability to communicate flexibly. Conversely, parents who have psychological well-being and are emotionally connected with their children tend to be more capable of creating a positive, supportive language environment that encourages children's confidence in expressing themselves (Kochanska et al., 2004). This reinforces the understanding that the effectiveness of parental roles cannot be separated from their emotional and affective capacities in fulfilling their role as language facilitators.

Parental literacy also plays an important role in the quality of a child's language input. Research from Winarsih et al. (2023) states that parents who have a habit of reading and introducing books early to their children provide significant advantages in vocabulary and narrative structure for the child. This habit not only expands vocabulary but also introduces children to text conventions, story sequences, and language styles that are not always found in everyday interactions (Pradita et al., 2024). Furthermore, parents who understand the importance of dialogic reading read interactively by asking questions, explaining, and asking the child to predict the storyline, which tends to produce children with better linguistic skills compared to parents who only read books passively. Many parents replace direct interaction time with children by using digital media. Some educational applications and videos do contain linguistic value, but they do not replace the quality of interpersonal communication that involves two-way feedback, stating that excessive exposure to passive media such as television negatively impacts children's verbal abilities, especially if not accompanied by direct verbal interaction from parents. However, if used wisely and within reasonable time limits, digital media can be a supportive tool, especially when parents accompany their children while using language-based educational applications (Mu'awwanah & Supena, 2020). Therefore, effectiveness in the digital context does not lie in the technology itself, but rather in the active guidance and selectivity of parents in choosing content that is appropriate for the child's age and development. Literature also shows that collaboration between parents and teachers is crucial for the success of children's language development. Children who grow up in an educational ecosystem that aligns home and school have more stable and systematic linguistic development (Kusumah & Cahyati, 2021). Therefore, communication strategies between early childhood education teachers and parents become crucial in ensuring the continuity of language stimulation for children in those two main environments (Azzahroh et al., 2020). The teacher can provide a report on the child's

language development and offer concrete suggestions to parents regarding types of language games, recommended storybooks, and ways to respond to the child's questions educationally at home. With such collaboration, the role of parents is not only domestic but also becomes part of the child's holistic learning system.

In child development, there are several stages of development, such as infant, toddler, pre-school, school age, and so on (Zahra Lubis et al., 2024). Pre-school age children are children who have an age range between three and six years. Pre-school children have their characteristics in terms of growth and development. Growth is the increase in the number and size of cells in all parts of the body, which can be quantitatively measured, while development is the perfect functioning of the body's organs, which can be measured through growing maturity and learning (Solichah et al., 2022). At this age, children have experienced the golden age phase, where children have begun to be sensitive to stimuli provided by their environment. This is because the function of nerve cells has been optimized. At the age of four, 50% of intelligence in children begins to be achieved, and 80% of intelligence in children begins to be optimal at the age of eight. This is in line with the statement (according to Triningsih et al., 2022), broadly speaking, four aspects of development need to be improved in child development activities, namely physical or motor development, cognitive, language, and social-emotional development.

Language development is the ability to respond to sound, follow commands, or speak spontaneously. Language development can be stimulated in children if language education is implemented in the family. Because the family is an important place for children to get language education. Language is a form of communication (whether oral, written, or sign) that is based on a system of symbols. In pre-school children, language skills begin to develop rapidly. This is in line with the statement (according to Al-Rasyid & Siagian, 2023) that children have 1,500 to 2,000 words by the age of 4 years. At the age of 5 years, children begin to be able to answer the phone, connect stories, and exchange information. In addition, children can also make questions, negative sentences, single sentences, compound sentences, and other forms of arrangement.

By pre-school age, most children gradually become more sensitive to spoken sounds (words) and become increasingly able to express mastered language. The entire development of a child can be seen from their language skills, because language skills are sensitive to delays or damage to other systems, such as cognitive, motor, psychological, emotional, and environmental abilities. Based on their developmental period, children will go through critical times in their developmental process, so that useful stimulation is needed so that the child's potential develops optimally (Sentosa & Apriliani, 2020). Children with directed and regular stimulation will develop faster than children who do not receive enough stimulation. With this, the child's language skills can be developed.

Children's language development can be optimized if verbal stimulation is carried out as early as possible, namely, since the child is still in the womb. According to Papalia, et. al. (2009: 248-249), parents play an important role in every language development. The parenting style applied to children is very dependent on the values of the family. Parenting has varied effects. Positive effects can occur on their child if they positively educate them, but if they educate their child in a bad way, the effects will also be bad. The form of parenting towards children consists of authoritarian parenting, authoritative parenting, and permissive parenting. Authoritarian parenting is parenting indicated by parental behavior that tends to set standards that absolutely must be obeyed, demands compliance, and has a less warm, rigid, and harsh relationship (Nirmala & Hartono, 2023). The impact on children, children will appear as very high or very low aggressive behavior, anxious and easily desperate, timid, quiet, closed, no initiative, weak personality, anxious and seemingly withdrawn, disobedient, unable to plan something, passive behavior, and tend to withdraw.

While authoritative parenting is the behavior of parents who control and demand, but with a warm attitude, rational interaction between parents and children, and positive control. The impact on children, children will show brave behavior, be more active, more determined, more independent, have more control over themselves, have better relationships with peers,

can cope with stress, and are more interested in new things. And self-motivation. Whereas child-centered permissive parenting means that children have the right to decide whether their parents will treat their children according to their wishes. The impact on children is impulsive, aggressive, spoiled, a lack of independence, a lack of confidence, always dependent, naughty, low self-esteem, naughty, low self-control, selfish, and like to impose desires, lack of responsibility, aggressive and antisocial behavior. Because nurturing and raising children means maintaining life, health, and educating with sincerity and love. When parents do not play an important role in the development of a child, it will cause disturbances in the development process, one of which is a disturbance in language development (Wardhana, 2022).

Language development disorders are the most common disorders in preschool children. The incidence of language development disorders in pre-school children in Indonesia is estimated to range from 5 to 10 percent, this data was obtained from the Language Development and Development Agency (Baiti, 2020) In addition, data in the field shows that the language development of pre-school children in Indralaya Village Kindergarten is mostly in the poor category (E. D. Lestari et al., 2024) In addition, according to Hartanto (Triningsih et al., 2022), during 2007 at the child growth and development clinic of Dr. Kariadi Semarang Hospital, 22.9% of 436 new visits came with complaints of late speech, 13 (2.98%) of which were found to have language development disorders.

As well as data obtained in the field, also shows that from the research study conducted on October 13, 2016, at Mustika Cempaka Early Childhood Education (PAUD), which is located at Jl. H. Mistar Cokrokusumo, Sungai Tiung Village, Cempaka District, South Kalimantan, which has 54 students aged 3-6 years. It was found that 5 children aged 3-6 years were not able to speak clearly, did not respond quickly when asked their names, and the words spoken by the children were also difficult to understand (Yuswati & Setiawati, 2022). According to Poernomo & Paskarinda (2015), health, intelligence, and gender factors can affect language development disorders in pre-school children (Paujiah et al., 2022). In addition, the absence of the role of parents in stimulating language development in children can also be one of the contributing factors.

This can indicate that good parenting is not optimal for encouraging the growth and development process in children, which has an impact on children's language development, such as excessive crying, speech delay, difficulty understanding language, and speech confusion (Sofiah Sofiah & Nur Aliyah, 2024). One relevant evidence from the results of research conducted by (Oktaviani et al., 2021) at PAUD Mustika Cempaka, which is located at Jl. H. Mistar Cokrokusumo, Sungai Tiung Village, Cempaka District, South Kalimantan, concluded that parenting has a significant relationship with the language development of pre-school children (aged 3-6 years). One proof of the results of this study is that there is a significant relationship between the role of parents and the development of children, especially in the process of language development.

From some of the research results and literature contained, it can be concluded that there is a significant relationship between the role of parents and the language development of pre-school children (3-6) years old. This is supported by several research results from several figures such as (Sentosa & Apriliani, 2020), (Solichah et al., 2022), (Yuswati & Setiawati, 2022) as well as survey data from the Language Development and Development Agency, Ministry of Education and Culture of Indonesia which states that there are around 5 to 10% cases of language disorders in children in Indonesia, besides that in Indralaya Village Kindergarten most children are in the category of poor language, there is also at Dr. Kariadi Hospital Semarang where 22.9% of 436 new visits came. Kariadi Semarang found 22.9% of 436 new visits came with complaints of late speech, 13 (2.98%) of which were found to have language development disorders s08/01/2026 11:53:00 and at PAUD Mustika Cempaka, which is located at Jl. H. Mistar Cokrokusumo, Sungai Tiung Village, Cempaka District, South Kalimantan, which has 54 students aged 3-6 years. It was found that 5 children aged 3-6 years were not able to speak clearly, did not respond quickly when asked their name, and the words spoken by the child were also difficult to understand.

This could be due to the condition of parenting patterns that are too authoritarian to be the cause of the non-optimal role of parents in stimulating language development in pre-school children, as well as health factors, intelligence, and gender can also affect language development disorders in pre-school children. What parents can do to prevent this from happening is to stimulate children's language development by practicing and habituation. Parents can help children enrich their vocabulary by communicating and interacting with their children on a daily basis, and parents can provide examples of how to communicate well with their interlocutors so that the child can get good and polite language patterns and understand each other's speech. In addition, parents can also provide several tools to support children's language development by providing notebooks, stationery, or reading books to hone and enrich vocabulary and language patterns in children. With the role of parents, the formation of children's language development will run optimally.

Based on these findings, the effectiveness of parental roles in the linguistic development of young children can be enhanced through several strategic steps, including: 1) Improving parenting literacy through training or family mentoring programs. 2) Implementing a daily routine of reading together with the child. 3) Creating an open, patient, and initiative-respecting two-way communication space. 4) Limiting the use of digital media and replacing it with activities that involve direct interaction. Thus, it can be concluded that the effectiveness of parental roles highly depends on the awareness, consistency, and quality of interactions built with the child in the context of daily life. The family, as the first educational institution, has an extraordinary power in shaping the foundation of a child's linguistic abilities, which subsequently becomes a determinant of their success in formal education and broader social life. So, the results found that there is a correlation between the effectiveness of the parental roles in influencing linguistic development in pre-school children.

CONCLUSION

This research shows that parental involvement has a very significant impact on the linguistic development of young children. Through a literature review of various theoretical sources and previous research findings, it can be concluded that the quality and quantity of verbal interactions between parents and children directly contribute to both receptive and expressive language abilities in children. In the early developmental stage, children heavily rely on their immediate environment to receive language input, and parents are the primary figures in providing meaningful and sustained linguistic stimulation. Parents who actively talk, listen, read stories, and respond to their child's speech contingently have been proven to optimally encourage the development of vocabulary, sentence structure, and narrative skills in children. On the other hand, minimal interaction or passive communication patterns, as well as dependence on digital media without supervision, have been proven to hinder children's language development, especially in pragmatic aspects and verbal fluency.

The effectiveness of parental roles is also greatly influenced by other factors, such as literacy levels, awareness of developmentally-based parenting, and the emotional condition of the parents. Parents with high literacy levels tend to provide a language-rich environment through books, conversations, and play activities that stimulate dialogue. Additionally, the psychological well-being of parents contributes to the intensity and quality of interactions, as warm and supportive emotional involvement has been shown to enhance a child's confidence in verbal self-expression. Another finding from this literature review also emphasizes the importance of collaboration between parents and educational institutions, especially early childhood educators, to ensure continuity in linguistic stimulation. Teachers can act as information facilitators, providing feedback on the child's language development and equipping parents with appropriate strategies to support language learning at home. Thus, it can be concluded that the effective role of parents is characterized by active involvement, full awareness, and responsiveness to the child's communication needs. This role not only encompasses technical aspects such as reading or speaking but also affective and educational aspects that support each other. Therefore, efforts to enhance parents'

capacity in terms of parenting literacy and linguistic awareness are very important as part of a holistic child development strategy.

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